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ABSTRACT

A model for Continuous-Integrated-Sequential (C/I/S) curricula for social studies education is presented. The design advocated involves ensuring continuity of instruction from grades K-12, an integration of social studies disciplines, and a sequential process of refining and reinforcing concept and skills from grade-to-grade along the K-12 continuum. The C/I/S design may be arranged in a variety of grade patterns. The role teachers play in this curriculum involves providing a particular type of learning environment among many different types. A variety of methods of delivery of social studies concepts and knowledge are suggested for teachers, including, audiovisuals, excursion, hardware/software, and individualized instruction. It is suggested that lessons and units in the C/I/S curricula can be organized around concepts from many different social studies disciplines, including, anthropology, economics, geography, history, political science, psychology, and sociology. Examples of a variety of learning environments are provided in the appendices and a 64-item list of resources is attached. (DB)

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P L A N N I N G/I N S T R U C T I O N
AND THE SOCIAL STUDIES CURRICULUM

A Discourse on Design
and Delivery Systems

Richard Peters, Ed.D.

July 1990

ABOUT THE AUTHOR

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Dr. Peters has taught elementary/secondary social studies methods at the undergraduate level, and has supervised student teachers in social studies education.

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Dr. Peters is a member of Phi Delta Kappa, Alpha Kappa Delta, and Delta Tau Kappa as well as the National Council for the Social Studies TEACHER EDUCATION Committee (1989-1992). He is a past member of several NCSS national committees; namely, Curriculum, International Activities, Instructional Media, and Rural Social Studies Education.

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PLANNING and Instruction and the Social Studies Curriculum

A Discourse on Design and Delivery Systems

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It's Showtime!

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Al
Barbara
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Garry
Nancy
Paul
Rich
Tony
Ty

> A complete social studies curriculum provides for consistent and cumulative learning from kindergarten through 12th grade. At each grade level, students should build upon knowledge and skills already learned and should receive preparation for the levels yet to come. Content knowledge from the social studies should not be treated merely as received knowledge to be accepted and memorized, but as the means through which open and vital questions may be explored and confronted. 1

DESIGN

Since the early 1970s, this author has advocated the development of CONTINUOUS-INTEGRATED-SEQUENTIAL curricula for social studies education.

The design would be CONTINUOUS in that it would encompass instruction and learning K-12, and would provide for a diversity of activities and materials to meet the abilities, interests, and needs of all students.

The design would be INTEGRATED in that concepts, knowledge, and skills selected from the several social science disciplines would be fused with other areas of the curriculum to provide for holistic instruction. The intent of this approach is to help students perceive and understand the relationships among/interrelatedness of diverse subject matter content - not only within each discipline

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1 Curriculum Task Force/NCSSS 1989. Charting A Course: Social Studies for the 21st Century. Washington, DC: National Commission On Social Studies in the Schools. p 3.

but among the several disciplines as well.

The design would be SEQUENTIAL in that instruction and learning would constitute a process of concepts, knowledge, and skills acquisition, application, reinforcement, and refinement from grade-to-grade and level-to-level along the K-12 continuum. This thirteen year learning sequence constitutes a process of cultural, intellectual, physical, and social development matched to the abilities, interests, and needs of students as well as society's need to insure the productive interaction of individuals.

ORGANIZATION

How this C/I/S design would be organized in any given school system is a determination to be made at the local/county level(s).

The K-12 design can be arranged in a variety of patterns. Several grade clusters can be identified, and within each one particular attention can be paid to student/program/societal needs.

K 1 2

3 4 5

6 7 8

9 10 11 12

K 1 2

3 4 5 6

7 8

9 10 11 12

K 1 2 3

4 5 6

7 8

9 10 11 12

K 1 2 3

4 5 6

7 8 9

10 11 12

K 1 2 3

4 5 6 7 8

9 10 11 12

K 1 2 3 4

5 6 7 8

9 10 11 12

K 1 2 3 4 5

6 7 8

9 10 11 12

Within each grade cluster, teachers and support staff personnel are charged with developing C/I/S instruction to meet the specific needs of students, and to guarantee that activities provide the foundation for future learning and/or enhance and enrich prior learning in classroom and field-based settings.

In order to guarantee continuing curriculum/instructional program integration and sequencing (K-12) teachers representing the several grade clusters will meet, periodically, with curriculum coordinators and system-wide supervisors/administrators to:

assess the effectiveness of instructional strategies re: student concepts/knowledge/skills attainment and demonstrated proficiency;

assess teacher effectiveness and proficiency re: stated goals/objectives accomplishment;

revise/update lessons and units re: concepts, knowledge, skills, instructional materials, and community resources.

Recognizing the diverse learning styles of students, teachers design instructional activities and materials to maximize students' potential to inquire, gather and process data, make decisions, and act.

In the social studies, students acquire and apply the skills of researching social scientists as they investigate historical/contemporary conflicts, issues, problems and situations affecting natural and social environments/groups.

ROLES

It must be realized that when new instructional strategies are designed, and the traditional ways by which information is shared with students are altered that the role(s) of the teacher in the process change as well.

Typically, the teacher is not only the one who determines what will be studied in a given course but the one who determines how it will be taught and studied, when it will be studied, and how students will retain and demonstrate their degree of retention of the information given to them. When students become part of the instructional process as active learners, and assume a greater degree of responsibility for their learning, the part played by the teacher sometimes changes dramatically, e.g., possibly from being the dispenser of all information in front of the entire class to being a cooperative learner in a small group setting.

Because many teachers have a difficult time altering their style(s) and/or assuming new roles in the instructional process, inservice programs may be

deemed necessary to provide teachers will skills training.

In STRUCTURED LEARNING ENVIRONMENTS (SLEs) the teacher is director of learning; in total control of the entire instructional process. He/she selects content, materials, activities, and methods of instruction. The teacher determines how much will be learned, when it will be learned, how it will be learned, and if/when that which has been learned will be applied to new situations - thus providing for transferability of learning, and how well students have learned the material(s) presented. SEE APPENDIX I

ALTERNATIVE LEARNING ENVIRONMENTS (ALEs) are either structured by the teacher or designed by the teacher and students. In ALEs, instructional goals and objectives are clearly defined and known to all students. WHAT IS THE BEST WAY TO...?

With this question in mind, the teacher/students design several ways by which goals/objectives can be achieved.

Students assume a greater degree of responsibility for their learning than they do in SLEs.

The teacher functions, in part, as a director of learning and also serves students' needs as a facilitator and resource. The teacher is also a monitor of student progress toward goals/objectives attainment. SEE APPENDIX II

SIMULATED EXPERIENCE ENVIRONMENTS (SEEs) provide for concepts/knowledge/skills acquisition, application, reinforcement, and refinement within the context of real-to-life situations. Trial-and-error learning is encouraged as students inquire, ponder, decide, and act.

The teacher is a facilitator and resource to students. He/she monitors progress but refrains from telling students what to do and how to do it. Students are responsible for developing the scenarios that they are given. SEE APPENDIX III

LIFESPACE LEARNING ENVIRONMENTS (LLEs) provide real life contexts within which students interact with natural/social phenomena found in the local community or region. The walls of the traditional classroom are expanded to incorporate community resources; people

and places, in the learning process.

Students can be taken on nature walks, day trips, field trips, overnight excursions, or on weekend outings to conduct research.

The teacher functions primarily as a facilitator of learning; identifying and organizing resources and materials, and works cooperatively with community people. SEE APPENDIX IV

RESOURCES-BASED LEARNING ENVIRONMENTS (RLEs) fuse teacher teams, community resources, audiovisual hardware/software, instructional technology and strategies, and primary/secondary sources to create unique learning situations both in the classroom and within the community setting.

At times, teacher teams lead discovery activities while on other occasions community resource people work with students or students are actively engaged in self-instruction.

The teacher functions primarily as a resource available to assist students upon their request. SEE APPENDIX V

CONTENT

The days of history and government constituting the core of social studies instruction are quickly coming to an end.

There is evidence that curricula are being revised to:

update content being delivered to students via lecture, textbooks, discussion, and audiovisuals;

incorporate concepts, knowledge, and skills from anthropology, economics, geography, psychology, and sociology;

identify and address persistent social conflicts, issues, problems, and situations;

provide opportunities for non-Western culture studies and histories;

redefine citizenship education within the context of a global society;

identify and utilize primary sources in the discovery process;

maximize the educational potential of community resources;

team teachers with diverse academic, cultural, and experiential backgrounds to enhance instruction;

establish clearly defined and measurable instructional goals and objectives pertaining to teacher/ student performance;

introduce students to diverse natural and social environments on a global scale;

provide a diversity of learning opportunities for students of differing abilities - possessing diverse interests and needs;

reflect a holistic approach to the teaching/learning of concepts, knowledge, and skills related to the several academic disciplines;

reflect the demands of citizenship placed upon participating members of the social order.

DELIVERY

What is/are the most effective way(s) to communicate concepts and knowledge to students in social studies education, and to assist them in developing functional researching and social living skills?

In SLEs, the teacher presents new information and skills to students, and they retain/learn as a result of drill and repetition.

In ALEs/SEEs/LLEs/RLEs, students apply previously acquired information/learned skills to new situations for purposes of refinement and reinforcement. At times during this process of self-directed inquiry and discovery, students are confronted with new information and skills. The teacher may assume the director of learning role and students may be involved, once again, in drill and repetitive exercises. Once the newly acquired knowledge and skills have been internalized, students apply it to new situations. It is a continuous process of learning, applying, discovering, relearning, and revising in light of data generated from direct/personal experiences.

Teachers may be teamed to maximize their collective abilities, knowledge, and experienc(s) and enhance instruction and student learning.

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12
Modes of
INFORMATION
DISSEMINATION
and
ACQUISITION

1) LECTURE(S). The teacher has a given amount of data to dispense to students - within a given period of time. Students may acquire this information by listening, watching, writing, and/or asking questions.

2) DISCUSSION(S). The teacher/students are actively involved in statement making, opinion giving, question raising, and/or responding in defense of/clarifying one's opinion(s) and statement(s).

3) AUDIOVISUALS. Print/non-print materials are used to impact perceptions and understandings through auditory and visual cues. While some materials are designed to elicit responses, others are information-giving. Some presentations may attempt to replicate aspects of the real world while others simply provide data in the most direct and effective manner.

4) RESOURCES. People and places are used to enrich or supplement data sources and instructional materials or they may be the primary source(s) for student inquiry and discovery. On occasion, there may be no substitute for direct student exposure to/interaction with these resources.

5) EXCURSIONS. Students are introduced to/function within lifespace environments of the real world. No longer is the school apart from the communities that surround it. The lifespace, at any given time, can be defined as the neighborhood immediately around the school building, the community-at-large, or the region/state/nation/global community.

6) GUEST SPEAKER(S). Community resource people visit classrooms to make presentations, to discuss issues and topics, to exhibit artifacts/objects, and to demonstrate abilities/craft skills.

7) HARDWARE/SOFTWARE. Computers, games, programmed instruction, simulations, and individualized learning materials/packets require student participation in the discovery process - to varying degrees of involvement.

8) PRIMARY SOURCE(S). People, places, and things are the data base. Students seek out sources of information, gather and organize data, and decide what is relevant to the questions and tasks-at-hand.

9) GROUPS. Students may learn best from each other. The teacher creates work groups and monitors student interaction, inquiry, and learning.

10) INDIVIDUALIZED INSTRUCTION. Students work to the peak of personal abilities, and they achieve independent of all others. The threat of being in competition with others does not exist. Each student moves from learning station-to-learning station or from task-to-task at personal rates of accomplishment.

11) TEAMING. The teacher pairs students of similar/different abilities, interests and needs for purposes of task accomplishment, knowledge/skills acquisition and application, and socialization.

12) SELF-EXPRESSION. Students share data using verbal/non-verbal communication skills. For some, art/dance/music may be the avenue of self-expression while others choose to write, speak, or act.

Each of the three domains possesses distinctive characteristics or properties.

Combined, they form the basis of all disciplines of knowledge.

When designing a continuous-integrated-sequential curriculum, attention must be paid to student proficiency in all three domains.

There are several key concepts, taken from the social sciences, that students should be introduced to and interact with throughout a continuous-integrated-sequential study leading to inquiry and self-discovery.

Lessons and units, as well as self-instruction, can be organized around concepts such as ...

ANTHROPOLOGY

acculturation
artifacts
cultural diffusion
culture
culture trait(s)
enculturation
folkways
mores
norms

ECONOMICS

barter

capital

command economy

consumer

currency

depression

entrepreneur

free enterprise system

good(s)

inflation

interest

law of demand

law of scarcity

law of supply

producer

surplus

GEOGRAPHY

continent(s)

developed nation(s)

developing nation(s)

direction

distance

ecosystem

interdependence

landforms

latitude

longitude

region

resource(s)

scale

system

time

HISTORY

ages

authentic

cause and effect

century

chronology

decade(s)

fact(s)

perception

primary evidence

primary source(s)

secondary evidence

secondary source(s)

time line

POLITICAL SCIENCE

anarchy

balance of power

campaign

candidate(s)

concurrent power(s)

conservative

constitution

delegated power(s)

democracy

dictatorship

division of power

government

liberal

monarchy

oligarchy

petition

platform

politics

power

republic

revolution

separation of power(s)

PSYCHOLOGY

adaptation

conditioned response

ego

emotions

empathy

heredity

id

personality

response

stimulus

super ego

SOCIOLOGY

community

extended family

group

law

mobility

nuclear family

peer group

primary group

race

role(s)

role conflict(s)

secondary group(s)

social class

social institution

social stratification

socialization

society

status

status symbol(s)

territoriality

values

APPENDICES

APPENDIX I STRUCTURED LEARNING ENVIRONMENTS (SLEs)

Mr. Edwards' sixth grade class is studying the westward expansion of the United States from 1850 - 1975.

Mr. Edwards has outlined his daily lesson on the chalkboard, and is prepared to show a captioned filmstrip.

As he lectures, students will copy the board notes, and excerpts from the filmstrip in their notebooks.

At the end of the class period, Mr. Edwards will collect the notebooks and grade them for content.

Students are assigned homework: read pages 273 - 281 in the textbook and answer questions 1-3 on page 282 for tomorrow.

APPENDIX II ALTERNATIVE LEARNING ENVIRONMENTS (ALEs)

Ms Webster's fifth grade class is studying CANADA.

The twenty-five students have organized themselves into five (5) study groups, and each will research a different part of the nation; Maritimes, Great Lakes region, the Plains, the Rocky Mountain region and the Pacific Coast, and the unorganized territories.

Each group will research the culture(s), geography, and history of their region and develop reports - complete with audiovisuals and guest speakers.

Once developed, reports will be presented to the class as a whole.

APPENDIX III SIMULATED EXPERIENCE ENVIRONMENTS (SEEs)

Mrs. Potter's twelfth grade civics class is conducting a study of community services financing and local taxation as part of their unit on local government.

One issue of concern to students is the increasing tax burden placed on property owners in the community.

A series of guest speakers meet with the class to discuss their views and opinions. When resource people are not available to visit the school, student groups interview them on video tape at their places of residence/work.

Having compiled data on the issue, several groups are created and focus their attention on the question: HOW CAN ADEQUATE COMMUNITY SERVICES BE PROVIDED TO ALL CITIZENS WITHOUT INCREASING PROPERTY TAXES?

Students role play locally elected government officials, representatives of tax watch groups, senior citizen representatives, local/area businesses and industries, concerned property owners, municipal planning consultants, area elected representatives to the state legislature, etc. in an effort to answer the question raised.

Proceedings will be video taped, and proposals will be presented to the locally elected government officials.

APPENDIX IV LIFESPACE LEARNING ENVIRONMENTS (LLEs)

Mr. Carter (science) and Mrs. Kovak (social studies) have teamed to develop/teach an environmental education unit to their eight grade classes. Attention will be focused on issues/problems facing the local community and surrounding area.

Prior to going into the community/region to study situations, first-hand, students are involved in a series of lectures - complete with audiovisual materials and guest speakers.

Having researched the topic(s) and collected data from a variety of primary/secondary sources, students are taken on nature walks and field trips into the natural/social environments of the community/region to perceive and understand cause(s)-and-effect(s).

Functioning as researching scientists, students keep logs, take photographs, make maps, sketch surroundings, collect mineral/plant/water samples, and study insects. Materials collected are later studied in science lab.

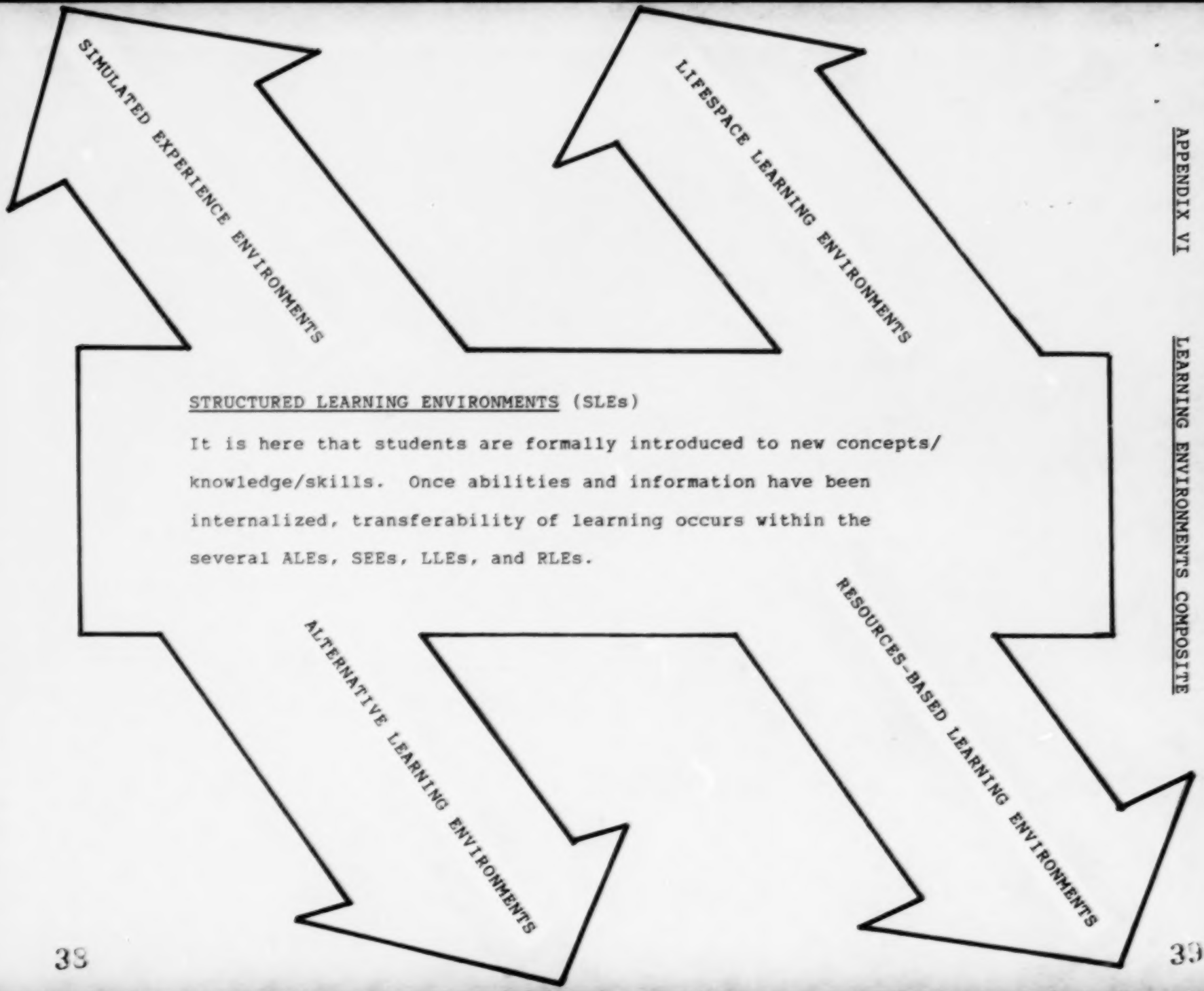
APPENDIX V RESOURCES-BASED LEARNING ENVIRONMENTS (RLEs)

Last summer, Mr. Bruce participated in a Fulbright Seminars Abroad program to Africa. While there for five weeks, he took slides and collected artifacts/data to share with his fourth grade class.

Having developed a unit on Africa, Mr. Bruce compiled a series of slides, motion pictures, and video tapes. He identified three guest speakers who either were born/lived in Africa or who had visited/worked there for periods of time.

Over the course of three weeks, students are introduced to the culture(s), geography, and history of the continent.

Several student projects are planned - including map work, bulletin board displays, field trips to museums, an African arts festival, African cooking sampling, and an introduction to African languages.


SIMULATED EXPERIENCE ENVIRONMENTS
LIFESPACE LEARNING ENVIRONMENTS
STRUCTURED LEARNING ENVIRONMENTS (SLEs)
It is here that students are formally introduced to new concepts/ knowledge/skills. Once abilities and information have been internalized, transferability of learning occurs within the several ALEs, SEEs, LLEs, and RLEs.
ALTERNATIVE LEARNING ENVIRONMENTS
RESOURCES-BASED LEARNING ENVIRONMENTS

APPENDIX VII PERPLEXING ISSUES

Somewhere along the K-12 continuum, students must come face-to-face with conflicts, issues, problems, and situations that pose serious threats to our collective well-being on this planet. To evade these dilemmas means that the social studies curriculum has no relevance to the future - only to the past.

The Environment

Concern for the quality of the natural environment has been with us for decades - in the minds of some individuals and groups - at the local level.

It wasn't until the revolutions of the 1970s, and EARTH DAY, that the concern became national - and even international in scope.

Today, nations meet to discuss the plight of our planet and human lifespace. We are beginning to realize that what effects one of us effects all of us, and that the damage we do to natural environments, in the name of progress, is often times irreversible.

STS

In the midst of the technology revolution, and the impersonalization of society, we seek to find answers to old questions, and direction when it comes to facing new ones.

What are the relationships between science-technology-and society? What effects/impact do science and technology have upon social order? What effects/impact does social order have upon science and technology? How can the potential of science and technology be harnessed to create quality natural and social environments - worldwide? What responsibilities do the scientific and technological communities have to safeguarding human existence on Earth? What precautions must be taken to insure environmental quality at the expense of scientific and technological advancements?

Human Rights

All of our worlds; the First-Second-Third and Fourth, are coming of age. In each, peoples are crying out for justice and equality - and their voices shall not be stilled.

No longer are the downtrodden and repressed willing to humbly accept their plight.

The technology revolution has opened their eyes and ears. They have seen and heard the changing world - and they demand, in a host of ways, to be a part of it.

Whether they be in Africa, Asia, the Americas, Eastern Europe, or in the Middle East, the masses are seeking ways to better themselves and to make certain that their voices are heard.

Their day in the sun is quickly approaching, and 21st Century citizens must be prepared to cope with this emerging force.

APPENDIX VIII CURRICULUM DEVELOPMENT COLLABORATIVES

Students enrolled in undergraduate social studies methods courses and veteran classroom teachers work together to design and development instructional lessons/units for Kindergarten through Grade Twelve.

1) In methods courses, students develop instructional lessons/units related to conflicts/issues/topics/problems/situations which will be taught in classrooms.

Each lesson will include:

THEME _____

TOPIC _____

GRADE(S) _____

LEVEL(S) _____

GOAL(S) _____

INSTRUCTIONAL OBJECTIVE(S) _____

BEHAVIORAL OBJECTIVE(S) _____

INTRODUCTION _____

ACTIVITIES/MATERIALS _____

CONCLUSION/CLOSURE _____

ASSESSMENT _____

2) Completed lessons/units are delivered to classroom teachers for implementation. Teachers evaluate the lessons/units and make recommendations regarding their revision - if necessary.

   Students who have developed the lessons/units are given the opportunity to work with teachers in their classrooms. On occasion, students will be given the opportunity to teach one of the lessons that they developed. On other occasions, they will observe their lessons/units being taught. They too will evaluate the effectiveness of the materials developed.

3) Once lessons/units have been field tested in classrooms, and veteran teachers have evaluated/commented on them, the lessons/units are returned to the methods classes for further development.

This strategy accomplishes several instructional objectives.

1) Teacher trainees have the opportunity to practice curriculum development skills.

2) Lessons/units developed by teacher trainees have immediate application to K-12 classrooms.

3) Trainees have the opportunity to work, directly, with veteran classroom teachers re: lessons/unit development.

4) Trainees have the opportunity to observe their lessons/units 'come to life' in classrooms.

5) Trainees receive immediate/critical feedback from veteran teachers.

6) The materials developed by trainees have value to existing curricula.

7) Trainees and veteran teachers have opportunities to share ideas/experiences in joint planning activities.

8) Such activities build bridges between teacher training institutions and public schools.

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